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ABSTRACT

A questionnaire was developed and administered to 200 present and past Chicano Advisory Committee (CAC) members, including Chicano and non-Chicano faculty, college administrators, and Chicano students, staff, and community members. Information was gathered on the role the CAC plays in policy-making at Pasadena City College (California). Respondents generally felt that CAC is an important and positive contributor to the college's policy-making process, although improvements, especially in the areas of committee authority, speed, and visibility, need to be implemented. Another questionnaire was developed and administered to 400 Chicano students, faculty, administrators, members of the Chicano recruitment staff, and present and past members of the CAC, in order to measure the effectiveness and direction of the Chicano Recruitment Project. While viewing present recruiting efforts as effective and positive, respondents felt that a more intensive effort is needed, with increased funding and staff, and more varied recruiting methods. The author provides a model for a Chicano recruitment project, including steps needed to develop a more effective program. In addition, suggestions for the development of more effective CAC operating procedures are presented. A bibliography is included, and the questionnaire results are appended. (NHM)

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AN EXAMINATION OF THE DISTRICT ADVISORY COMMITTEE'S EFFECT ON THE ESTABLISHMENT OF COLLEGE POLICY

- in conjunction with -

AN EXAMINATION OF THE COMMITTEE'S IMPLEMENTATION OF A CHICANO RECRUITMENT PROJECT

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By

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A PRACTICUM PRESENTED TO NOVA UNIVERSITY
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Introduction

There are several reasons why this joint module practicum was undertaken in regard to Pasadena City College. Often problems affecting minority students and faculty are not communicated in such a way to facilitate change in college policy. The effectiveness of an advisory committee to deal with problems facing Chicano students and faculty, depends on a willingness by administrators to accept ideas and make change possible. Advisory committees can breed discontent and frustration if changes come too slowly. Historically, advisory committees have been used to pacify minorities into thinking that policies can be effected in such a manner.

The Chicano Advisory Committee of Pasadena City College was started in 1971 as an outgrowth of student and faculty protests. During its operation, requests have been made for change in college policies and the implementation of programs to meet the needs of Chicano students. Two particular events have affected Pasadena City College in such a way as to intensify the importance of an Advisory Committee and its programs. For one, the pressure in the area of Affirmative Action, as part of H.E.W. contract compliance, shows the need for Chicanos in positions to effect policies. Second, the increasing influx of Chicano students to the College with special needs as the result of a recruitment project, has shown that minority students are ready to attend college when adequate programs are provided. However, such recruitment programs must be operated and funded adequately to insure success.

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Some community colleges have already seen the need for both minority advisory committees and recruitment programs. Other colleges are watching the progress and recommendations made by these committees before making similar commitments. Costs in operating advisory committees are very low. Committee members are, for the most part, volunteers. However, in order to get a good cross section of ideas and opinions, membership can be made up of minority faculty, administrators, students, and community representatives. This study will seek to provide some insight on how Chicano Advisory Committee members feel about the role they play in college governance and policy making. Recommendations for implementation of effective recruitment programs for Chicano students will also be made.

Background and Significance

This study on the Chicano Advisory Committee and Chicano recruitment program is important and significant because it is important to try to apply models of college governance and policy systems to what is actually happening at the community college where one is employed.

An important issue now taking place at Pasadena City College, as well as other community colleges, is the role that minorities are allowed to play in the policy making and governance of the college. Minority students and faculty have sought increased involvement. In relation to minority-college relations, the College has tended to ignore expressed needs and issues. If the College does not provide avenues of communication, a state of frustration may take place. This compounded with other social pressures on minorities may result in crisis. Participation in the governance of the college through an advisory committee provides a means by which issues and problems can be identified and dealt with effectively. Historically, Pasadena City College has dealt with "minority problems" on a crisis level. If minorities (both Chicano and Black) had not forced a crisis situation to take place, little--if anything-- would have been done. These crises were a result of frustration, closed doors, and broken promises by traditional bureaucratic administrations. A constant stream of flat "no's" and "maybe's" led students to storm offices and mobilize the minority community. It was only after such confrontations that some new

programs were created.

One such program was the Chicano Advisory Committee established in 1971. In theory - faculty, administrators, students, and community members working together can help to eliminate unneeded conflict if groups feel they are involved in the decision-making process of the College. Minorities participating in group-process decision making, would be constantly examining and verbalizing their attitudes and reasoning for more programs. College administrators would also have to do the same thing. It is difficult to change attitudes as to how decisions should be made. The problem becomes even more complex when compounded by racial prejudice and discrimination. These attitudes toward minorities only confuse matters further.

At Pasadena, minority faculty, students, and community members are involved in the Chicano Advisory Committee, which is considered a policy-making body. However, the feeling persists among Chicanos that the real decisions are made elsewhere. People have stated that advisory committees can make decisions as long as they please the president. There is a growing feeling that the administration must reevaluate its priorities. This study will help clarify the role of the Chicano Advisory Committee as expressed by members and past members.

The Chicano Advisory Committee has, during the past three years, dealt with issues of Affirmative Action, curriculum development and student recruitment. One program developed and operated

during the 1973-74 school year was the Chicano Recruitment Project. This project was developed as a result of campus conflict. Minority faculty and students expressed a desire to recruit Chicano students, feeling that the College had not made the necessary efforts to increase minority population on the campus. The Chicano Recruitment Project portion of the study will question members of the Chicano Advisory Committee, who developed and implemented the program, and students who enrolled at the College, on their feelings about the effectiveness of the project. This portion of the study gives added significance to the total practicum since a great many colleges are facing enrollment declines. Pasadena City College is now also facing this problem. Although the total number of students enrolled in the College is stable, the number of classes being taken by students has declined. The implementation of adequate and effective recruitment programs for Chicanos, as well as other students, may become a must at many community colleges. The examination of the recruitment program will provide some insight for the development of an effective recruitment program to meet the special needs of Chicanos as well as having some valuable applicability to other students as well.

Survey of Pertinent Literature

A survey of the literature was conducted by this researcher. Material relating to the two problems studied for the joint modules was surveyed in an effort to provide some background concerning other research projects done in this area. There was some extensive material available on student involvement in college governance and policy making. Some additional material was also available on the role faculty can play in operation of the college.

Two major areas were dealt with in conducting the Survey of Pertinent Literature: (1) Student, faculty, administration, and community residents involved in college governance and policy making through committee work, and (2) efforts in the recruitment of students to college campuses. Both of these areas were studied seeking special emphasis on minority students with added emphasis on Chicanos and/or Spanish-surnamed college students.

Unfortunately, there was very little material that dealt with the special problems faced by the Chicano student in college. Some material did deal with the need to recruit students but provided little on how much recruitment should take place. There was some material available on the committee process and the role committees can play on the college campus. Arguments were presented, pro and con, on the type of participation students, faculty and community members should play in the running of the college.

Some of the material dealing with the problems faced by Spanish-surnamed students did emphasize the need for more education. Americans of Spanish heritage, still lag far behind the national ave age in educational attainment. As a former Coordinator of Chicano Studies, I have made previous research studies seeking material on the Chicano college and community college students. Unfortunately, the studies available address themselves to the important issues at the pre-school, elementary, and secondary level.

There is a growing need for what I and other educators call cultural democracy in education. The community college, established to meet community needs, has within its power to develop a meaningful recruitment project with necessary programs for retention. Little material on the following three steps has been published dealing with the role of the community college in:

1. The role which Chicano students, faculty, administrators, and community can play in the governance of the community college. Material on minority students dealt with the problems of "protest."
2. What the development and implementation of adequate and meaningful recruitment programs for Chicano students can really be at the community college.
3. How community colleges can provide a curriculum that provides "a culturally democratic environment taking into consideration important characteristics of each Spanish-surnamed student such as: (a) a preferred

mode of relating to others, (c) a preference for certain incentives, and (d) cognitive characteristics which reflect preferred mode of thinking, perceiving, remembering, and problem solving." (Alfredo Castaneda p. 36)

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Procedures

Collection of Data

The collection of the data for this joint module practicum study was conducted as follows:

Chicano Advisory Committee Study - Policy Systems Module

1. A questionnaire (see Appendix A) was used to gather information on the role the Chicano Advisory Committee plays in policy making at the college. The questionnaire was an opinion survey, on a five-point scale, which persons had to answer specific statements dealing with effectiveness and influence on college policy. Persons were also allowed to make personal comments and suggestions.
2. The questionnaire was distributed to the following three groups:
   (a) Present members of the Chicano Advisory Committee which includes Chicano faculty, non-Chicano faculty, college administrators, Chicano students, classified Chicano staff and Chicano community members.
   (b) Former members of the Chicano Advisory Committee.

(c) Faculty by departments and administrators by areas, who were not otherwise questioned, on a stratified random basis.

3. Two hundred questionnaires were distributed.

Chicano Recruitment Project - College Governance Module

1. A questionnaire (see Appendix B) was used to gather information on the effectiveness and direction of the Chicano Recruitment Project. The questionnaire was an opinion survey on a five-point scale on Chicano recruitment with recommendations. Persons were also allowed to make personal comments and suggestions.

2. The questionnaire was distributed to the following five groups:

   (a) Members of the Chicano Advisory Committee

   (b) Past members of the Chicano Advisory Committee

   (c) Chicano Recruitment staff

   (d) Chicano students recruited by the project

   (e) Faculty by departments and administrators by areas who were not otherwise questioned, on a stratified random basis.

3. Four hundred questionnaires were distributed.

The persons to be questioned were determined from (a) Chicano Advisory Committee member lists, (b) College Administrators as determined by official Pasadena City College administrative titles list, (c) Persons employed for the recruitment project and students enrolled at the College as a result of the recruitment program. Some persons answered both questionnaires, while others were asked only to answer questions on recruitment. (Recruitment staff and students recruited by project.) All questionnaires were mailed to the homes of the respondents with return addressed envelopes. An explanation of the study accompanied the questionnaires with an expected return deadline of three weeks.

Treatment of the Data

Answers to both questionnaires were evaluated by:

1. Frequency for every question.
2. Summary of personal comments and suggestions.
3. Use of results for development of a working paper for operation of the Chicano Advisory Committee in an effective manner.
4. Use of results for development of a working paper for an effective recruitment program.

Results

The results of the joint practicum study were both significant and interesting. Although the return on the questionnaires was not as large as I would have liked, the number received provided important data. Thirty-four percent of the questionnaires on the Chicano Advisory Committee were returned, while the Chicano recruitment questionnaires returned 46 percent. (See tables 1-4.) The questionnaires were evaluated item by item, listing frequency of responses and percentages. (See Appendixes A and B.)

Chicano Advisory Committee Questionnaire Results

A large majority (85%) of the respondents felt that the C.A.C. has influenced College policy. The analysis of the questionnaire indicated that respondents generally felt that the C.A.C. was an important part of the College policy-making process, but felt that improvements have to be made. Ninety-four percent believed that the C.A.C. has made a positive contribution to Pasadena City College. The important role of the C.A.C., making administration aware of problems facing Chicano students, seems to have been done effectively in the past. Eighty-two percent of the respondents felt that the C.A.C. had done that well. However, according to the respondents, it seems that the C.A.C. was less successful at making the administration aware of Chicano faculty problems. Although still a majority, only 62 percent felt that the C.A.C. had succeeded in that area.

A question that is important in determining the effectiveness of the C.A.C. is the speed by which the C.A.C. takes action to

resolve issues. Forty-one percent of the people questioned felt that the C.A.C. is slow. This figure becomes more important because 32 percent of the people answering the question gave a no-opinion response. Only 21 percent of the respondents felt that the C.A.C. was acted fast. This may indicate a need to streamline operations to prevent frustrations by members.

Several questions sought to test the feeling of trust between C.A.C. members and administration policy and tactics. The results of the questionnaire on this point were interesting. Thirty percent of the people questioned felt that the non-Chicano members of the C.A.C. did not really have a no-opinion response to that question. (See Appendix A, question 13.) This, compared to a nine percent feeling that the Chicano members of the C.A.C. did not have such a concern, seems to indicate some mistrust among C.A.C. members of their real intention. Twenty-seven percent of the respondents felt that the C.A.C. has been used to pacify students and faculty. Although this is not a majority, it is still a substantial figure because 29 percent gave a no-opinion response. (See Appendix A, question 6-7.) There seems to be some need to clarify the members' role on the C.A.C. Some intra-committee relations development should be considered.

Another important statistic as a result of the study was the question on committee power. (See Appendix A, question 18.) The results indicate some confusion by respondents as to the power the C.A.C. has to enforce its policy recommendations. Only 18 percent

felt that the C.A.C. has adequate power, while 27 percent did not. Twenty-nine percent gave a no-opinion response to that question. The authority of the committee to follow-up recommendations seems to be in doubt by C.A.C. members.

The importance of a committee can be judged at times by the general knowledge the faculty have of its existence. The respondents were fairly well split on this issue. Forty-one percent felt that the majority of the faculty are not aware of the C.A.C. Thirty-nine percent felt the faculty is aware. A fairly large number gave a no-opinion answer to this question--21 percent. The effectiveness of the C.A.C. may be improved if more people were aware of its operations.

The role played by advisory committees and the commitment of the college to participational decision making comes into question with the following results. Forty-seven percent of the respondents felt that the C.A.C. is as influential as other committees in regard to college policy. Twenty-seven percent of the respondents felt that the C.A.C. did not influence college policy to the degree of other committees. These two statistics coupled with the previously discussed question of committee power, seem to indicate that the respondents feel that the C.A.C. is as influential as other committees, but that they have little power to implement recommendations. Recommendations on reevaluation of commitment to participational college governance should be made.

Table 1

Chicano Advisory Committee

Number of questionnaires	Number returned
200 (100%)	68 (34%)

Table 2

Chicano Advisory Committee Questionnaires

	Distributed	Returned
Present members of C.A.C.	25 (13%)	22 (32%)
Former members of C.A.C.	50 (25%)	18 (26%)
Faculty and administrators not on C.A.C.	125 (63%)	28 (41%)
Total	200 (100%)	68 (100%)

Table 3

Percentage Returned

Present members of C.A.C.	22 of 25	or	88% returned
Former members of C.A.C.	18 of 50	or	36% returned
Faculty and administrators not on C.A.C.	28 of 125	or	22% returned
Total	68 of 200	or	34% returned

Chicano Recruitment Project Questionnaire Results

The results of the Chicano Recruitment Project questionnaire indicated that the respondents feel that an effort by the College to recruit Chicanos is a positive effort. Nineteen percent agreed completely and 45 percent agreed somewhat with the statement that the recruitment programs have been effective. The results indicate that the general feeling by respondents is that improvement can be made on past efforts. Fifty-six percent agreed completely with the statement that a more intensive program is needed at Pasadena City College. Several of the questions sought data on the feelings of the respondents on how recruitment could be more effective. Forty-seven percent of the respondents agreed completely and 23 percent agreed somewhat that more staff to assist in the operation of recruitment was desirable. Budget in the operation of any college program is always a critical consideration. In regard to the funding of college recruitment for Chicanos, 52 percent agreed completely that more funds are needed.

The effectiveness of several recruitment methods was questioned. The respondents felt that on-campus orientation programs, as a recruitment tool, were of some effect. Twenty-five percent agreed completely and 32 percent agreed somewhat on the effectiveness of such programs. Another method of recruitment, high school visitations by recruiters, was also questioned. Forty-five percent agreed completely that more visitations were needed. Twenty-five percent agreed somewhat. Two major recruitment areas for Chicanos

to the Pasadena campus are cities of El Monte and Pasadena. There was a strong feeling that more emphasis should be placed on Pasadena area recruitment than on El Monte area recruitment. This is interesting, since the El Monte area has a larger Chicano population than Pasadena.

Another method of operation is to develop a total minority recruitment program opposed to one with special emphasis on Chicanos. The respondents answering this question split evenly on how to approach this issue. Thirty-seven percent were on the agreement side of having a total minority program only, while an equal 37 percent want a program with special emphasis on Chicanos. In addition, 14 percent gave a no-opinion response and 11 percent refused to answer the question.

The use of student workers has been a controversy in the past because questions were asked about their real effectiveness. Forty-seven percent of the respondents agreed completely that there is a need for more student workers. Twenty-one percent agreed somewhat. This indicates that the role of students may have to be increased to promote a better program in the future.

Table 4

Chicano Recruitment Project

Number of questionnaires distributed	Number returned
400 (100%)	182 (46%)

Table 5

Chicano Recruitment Project Questionnaires

	Distributed	Returned
Members of C.A.C.	25 (6%)	22 (12%)
Former members of C.A.C.	50 (13%)	18 (10%)
Chicano recruitment staff	15 (4%)	15 (8%)
Recruited students	185 (46%)	99 (54%)
Faculty and administration	125 (31%)	28 (15%)
Total	400 (100%)	182 (100%)

Table 6

Percentage Returned

Chicano Recruitment Project

Members of C.A.C.	22	of	25	or	88% returned
Former members of C.A.C.	18	of	50	or	36% returned
Chicano recruitment staff	15	of	15	or	100% returned
Recruited students	99	of	185	or	54% returned
Faculty and administration	28	of	125	or	22% returned
Total	182	of	400	or	46% returned

Recommendations

The results of the joint practicum study indicated a genuine need to develop a model recruitment program for Chicanos as well as defined mode of operation for the Chicano Advisory Committee at Pasadena City College. If the institution is going to move ahead in providing services to students, it must seek to meet the needs of minority students as well. The minority population is increasing at community colleges in California and throughout the United States. A positive change would take place, with the adoption of the recommendations that were an outcome of this study, at Pasadena City College. Pasadena City College has taken positive action by developing the programs studied. But it is now time to improve and make positive change.

I am, therefore, making two major recommendations:

1. A Chicano Recruitment Project model providing steps needed to develop an effective program
2. Steps needed to develop operating procedures for an effective Chicano Advisory Committee (C.A.C.)

(Both recommendations follow in detail)

By the use of the recommendations presented, the College would be moving to make a positive change because:

1. The C.A.C. would be an effective resource to campus problem-solving
2. The C.A.C. would operate more efficiently

3. The C.A.C. would gain the respect of all segments of the college community
4. The 1974-75 recruitment program would be improved
5. The College would have to reevaluate priorities in relation to Chicano students
6. The College would become more effective and sensitive to the needs of minorities
7. The College would gain the respect of the minority segment of the college community
8. More minority students would attend and succeed in college

Recommendation #1

Chicano Recruitment Program Model

Steps

1. Assessment of college and community determining need for recruitment program
2. Establishment of recruitment of Chicanos as a high College priority by college governing bodies
   (a) Board of Trustees
   (b) President (i.e. Administrative Council)
   (c) Faculty and student (i.e. Faculty Senate, Associated Students, MECHA, Chicano Advisory Committee)
3. Establishment of Statement of Philosophy that will guide program development and implementation
4. Setting of goals, objectives and timetable

5. Development of program (see example)
6. Assignment of budget
7. Assignment of faculty and staff
8. Employment and training of student workers
9. Implementation of program
10. Mid-term evaluation of program by C.A.C.
11. Mid-term evaluation report distributed to college governing bodies for information and recommendations
12. Implementation of recommendations and improvements on program
13. End of term evaluation
14. Reevaluation of priorities, goals and objectives for 1975-76

Program Example

Program Activities

1. Inform all high schools in district area of the establishment of a recruitment program
   (a) Letters to all high school principals from the college president
   (b) Letters to high school counselors from Dean of Counseling asking for advice and seeking cooperation and assistance
   (c) Request information on Spanish-surname students for distribution of materials
2. Program publicity should be on-going through the duration of the program

(a) Press releases to local newspapers on the establishment of program

(b) Radio and television public service announcements

(c) Distribution of publicity material to local community agencies

3. Development of recruitment materials for distribution to prospective college students and community

4. Distribution of recruitment materials by recruitment staff and student workers

(a) Information booths and tables at local high schools

(b) Information booths and tables at shopping centers in the community

(c) Make information materials available at local community agencies

(d) Make information available at community special events, (i.e. carnivals, Cinco de Mayo etc.)

5. Mail letters and recruitment materials to every Spanish-surnamed high school senior

6. Mail letters and recruitment materials to all Spanish-surnamed registered voters in the community college district

7. Telephone community residents, high school seniors etc. and discuss college programs

8. Contact community agencies to establish meetings with adult and youth groups to present recruitment material (i.e. car clubs, women's groups, P.T.A.'s etc.)

9. Establish a series of community meetings at community facilities open to the community

10. Establish a "Bring a friend to College" program. Students presently enrolled would be encouraged to volunteer to take one application for admission home and sell a friend or relative on college

11. Establish seminars at local high school presenting recruitment materials

12. Establish "On College Campus Tours" for:
    (a) High school seniors
    (b) High school juniors for high school starter programs
    (c) Community members and youth organizations
    (d) Transportation would be provided at college expense
    (e) Special information would be established to provide admission and other information

13. Establish an "Open House" day for all segments of the community. Such a day would have programs and exhibits of interest. Community groups and agencies would be invited to distribute any material they wish. This community fair would assist in providing information on all topics to the community. Such an effort would help

to make the College the focal point of the distribution of any educational materials.

14. Operate special information and guidance booths during campus admission rush and registration
    (a) Booths would be located at strategic locations throughout the campus
    (b) Booths would provide information on admissions and registration procedures (i.e. maps, schedules, etc.)
15. Develop special "college survival technique" materials for new students (i.e. study guides, selection of teachers, tutoring, etc.) to be distributed during the registration process
16. Establish a drop-out prevention system
    (a) Identify students having difficulty
    (b) Make contact providing assistance and alternative courses
    (c) Establish late start classes to keep students in college
17. Establish a drop-out follow-up system
    (a) Identify withdrawn students
    (b) Contact students providing information on re-entering college

Recommendation #2

Chicano Advisory Committee Operating Procedure Steps

The following are a series of steps needed to improve the oper-

ating procedures of the C.A.C. The suggested steps are a result of data collected by this study on attitudes toward the C.A.C. by committee members, former members, and college faculty and administration. When Pasadena City College addresses itself in a positive way (promoting positive change) the C.A.C. would develop into a more effective policy-making body.

1. Definition of the role of the Chicano Advisory Committee

   An appraisal of the present organizational structure of the college should be made to define the role of the C.A.C. This appraisal would assist the college administration assessing the role the C.A.C. should play in making college policy. The appraisal should be made by a cross section of college interests. The results of the assessment would define the following:

   (a) Definition of Responsibilities - What are the actual responsibilities of the C.A.C.? (i.e. planning for change, curriculum, trouble shooter)

   (b) Definition of Authority - Will there be a shared authority relationship? Implementation of programs?

   (c) Definition of Accountability - How will the C.A.C. be held accountable for recommendations and programs? College administration?

   (d) Definition of Relationship with Administration Structure - Where does the C.A.C. fit? Responsible to whom?

(e) Definition of Membership - Who is on this committee? How? Chicano domination? Anglo domination? What would promote positive change at the college?

2. Establish goals, objectives, and priorities

The C.A.C. should establish goals, objectives, and priorities on a semester basis which would help in the evaluation of programs and recommendations made by the C.A.C.

3. Develop meeting skills

Establish an in-service training program for committee members to maximize effectiveness. The present C.A.C. is made up of 25 percent community members, 25 percent Chicano college students, 25 percent Chicano faculty and 25 percent other administration and faculty. This has been a favorable membership makeup, but has meant that some segments did not have meeting skills. Some time should be taken to develop these skills making sure to cover the following points:

(a) Deciding the purpose of the meetings

(b) Deciding what you want to happen

(c) Deciding who should attend meetings

(d) Leadership for the meetings

(e) Teaching leaders steps to good organizing

(f) Selecting of assistants for the leader

(g) Planning an effective agenda

(h) Planning location of meetings for best results

(i) Deciding what special information is needed by the group and who will get it

(j) Deciding when the meetings will take place for best results

(k) Information distribution on meetings to members

(l) Developing public relations skills

4. The C.A.C. should meet on a regular basis

(a) During the school year

(b) Summer continuity

(c) Day and night meetings

5. Evaluation of community members

The role to be played by the community members on the C.A.C. should be reevaluated. Efforts should be made to increase community participation on the committee. The philosophy of the community college should include minority community members playing a larger role in the decision-making process.

6. The College should evaluate its position on participatory decision making.

In order for the Advisory Committee to really have the support it needs to succeed, the College philosophy must reflect similar attitudes toward shared responsibilities. If the College is not really committed to participatory decision making, then minority faculty and students should spend their energy in other efforts to make positive change.

7. Evaluation Process

The committee should develop an adequate evaluation process for its recommendations and programs. The Dean of Institutional Research should provide auxiliary services to the C.A.C.

8. Information on projects and accomplishments should be made public.

A better public relations effort in regard to C.A.C. activities should take place.

9. Open recognition of accomplishments

Open recognition of accomplishments made by C.A.C. minority members should become a common practice. People like to be appreciated for their efforts.

10. Provide an annual report

Provide an annual report with accomplishments, failures, problems, needs, goals for the future, etc.

11. Follow-up

The C.A.C. should make sure to follow up on what it starts.

12. Purpose development

Seek to develop a larger and better sense of purpose for the C.A.C. Try to build confidence and unity among committee members.

The recommendations made as a result of the study have been presented to the Chicano Advisory Committee members and the College

administration for consideration. The College has established a position that includes as part of the job duties, the following: "Develops, implements, and supervises a program to provide information to prospective students with attention to Chicano students, to assist them in applying for admission, and to enroll them in college. This includes recruitment of high school and college dropouts." The recommendations are under consideration and action on them will take place sometime during the fall semester, 1974.

Appendix A

The following is the questionnaire used for the C.A.C. Policy Systems Module portion of the joint practicum study. Under each statement and code answers, the frequency of each response and percentage are listed.

CHICANO ADVISORY COMMITTEE (C.A.C.)

COLLEGE POLICY QUESTIONNAIRE

Name: _____

Are you a member of the C.A.C.? Yes_____ No_____

If yes, for how long? _____

Use this code as you react to each statement:

A. Agree completely

B. Agree somewhat

C. Disagree somewhat

D. Disagree completely

E. No opinion or not enough information to answer intelligently

Instructions: Respond to each of the following items by circling either A, B, C, D, or E according to the code above.

1. The C.A.C. has influenced college policy.

A	B	C	D	E	Answer code
22	36	4	0	6	Frequency
32	53%	6%	9%	9%	% of responses
				0	No response to this question

2. Proposals made by the C.A.C. have made a positive contribution to the college.

A	B	C	D	E	Answer code
30	34	0	0	4	Frequency
44%	50%	0%	0%	6%	% of responses
				0	No response to this question

3. The C.A.C. has been counter productive.

A	B	C	D	E	Answer code
2	14	12	28	12	Frequency
3%	21%	18%	41%	18%	% of responses
				0	No response to this question

4. The C.A.C. has made the college administration more aware of student problems.

A	B	C	D	E	Answer code
26	30	6	0	6	Frequency
38%	44%	9%	0%	9%	% of responses
				0	No response to this question

5. The C.A.C. has made the college administration more aware of faculty problems.

A	B	C	D	E	Answer code
20	24	10	0	14	Frequency
29%	35%	15%	0%	21%	% of responses
				0	No response to this question

6. The C.A.C. has been used to pacify students.

A	B	C	D	E	Answer code
4	14	14	16	20	Frequency
6%	21%	21%	24%	29%	% of responses
				0	No response to this question

7. The C.A.C. has been used to pacify faculty.

A	B	C	D	E	Answer code
6	12	6	24	20	Frequency
9%	18%	9%	35%	29%	% of responses
				0	No response to this question

8. The C.A.C. has made P.C.C. better for all students.

A	B	C	D	E	Answer code
12	36	8	2	10	Frequency
18%	53%	12%	3%	15%	% of responses
				0	No response to this question

9. The C.A.C. has made P.C.C. a better place for Chicano students.

A	B	C	D	E	Answer code
30	26	6	0	6	Frequency
44%	38%	9%	0%	9%	% of responses
				0	No response to this question

10. The actions taken as a result of the C.A.C. are relatively slow.

A	B	C	D	E	Answer code
4	24	16	0	22	Frequency
6%	35%	24%	0%	32%	% of responses
				2-3%	No response to this question

11. The actions taken as a result of the C.A.C. are relatively fast.

A	B	C	D	E	Answer code
4	10	20	8	22	Frequency
6%	15%	29%	12%	32%	% of responses
				4-6%	No response to this question

12. The Chicano members of the C.A.C. have a genuine concern for the needs of Chicano students.

A	B	C	D	E	Answer code
32	20	4	2	10	Frequency
47%	29%	6%	3%	15%	% of responses
				0	No response to this question

13. The non-Chicano members of the C.A.C. have a genuine concern for the needs of Chicano students.

A	B	C	D	E	Answer code
10	16	14	6	22	Frequency
15%	24%	21%	9%	32%	% of responses
				9	No response to this question

14. The majority of faculty members at the college are aware that a C.A.C. is presently functioning.

A	B	C	D	E	Answer code
14	12	18	10	14	Frequency
21%	18%	26¢	15%	21%	% of responses
				0	No response to this question

15. The C.A.C. has influenced college policy a great deal.

A	B	C	D	E	Answer code
10	26	18	6	8	Frequency
15%	38%	26%	9%	12%	% of responses
				0	No response to this question

16. The C.A.C. has influenced college policy as much as other advisory committees.

A	B	C	D	E	Answer code
12	20	14	4	16	Frequency
18%	29%	21%	6%	24%	% of responses
				2-3%	No response to this question

17. The C.A.C. has influenced college policy very little.

A	B	C	D	E	Answer code
2	6	28	20	10	Frequency
3%	9%	41%	29%	15%	% of responses
				2-3%	No response to this question

18. The C.A.C. has the adequate power to enforce its policy recommendations.

A	B	C	D	E	Answer code
2	10	10	8	20	Frequency
3%	15%	15%	12%	29%	% of responses
				2-3%	No response to this question

19. The C.A.C. is taken seriously when making policy recommendations.

A	B	C	D	E	Answer code
10	28	8	4	16	Frequency
15%	41%	12%	6%	24%	% of responses
				2-3%	No response to this question

20. Personal comments regarding Chicano Advisory Committee.

Summary of Comments

Unconstitutional

Chicano students should have access to the minutes - not that informed of committees....

Very effective, but there is plenty of room for improvement...

Should be improved in obtaining or putting more pressure where and when needed...

I have very little knowledge of C.A.C.

I have had little personal contact with the committee. I knew and respected the advisors...

Sorry, but I am not very knowledgeable about the workings of the C.A.C.

Majority of faculty are in favor of C.A.C.

Not enough faculty/staff members (Chicano) attend meetings.

Need more community input.

In the beginning it was effective, but faculty and members of the C.A.C. lost interest.

I think a greater need for togetherness among the C.A.C. is needed.

The C.A.C. caused P.C.C. to be much more aware and concerned about the Chicano students--extremely positive.

It has done much to better the position of the Chicano teachers and students. Without the C.A.C. the gain of the position of the Chicanos can be reversed.

Not active enough...does not meet on a regular basis...no continuity during the summer months.

A positive approach...

Very good....needs to meet more often...

More meetings needed...more involvement by Chicano and non-Chicanos...more publicity for the C.A.C.

Appendix B

The following is the questionnaire used for the Chicano Recruitment Project - College governance module portion of the study. Under each statement and code answer, the frequency of every response and percentage is listed.

CHICANO RECRUITMENT PROJECT

QUESTIONNAIRE

Name: _____

Use this code as you react to each statement:

A. Agree completely

B. Agree somewhat

C. Disagree somewhat

D. Disagree completely

E. No opinion or not enough information to answer intelligently

Instruction: Respond to each of the following items by circling either A, B, C, D, or E according to the code above.

1. The college minority recruitment programs have been effective.

A	B	C	D	E	Answer code
34	82	38	0	18	Frequency
19%	45%	21%	0%	10%	% of responses
				10-5%	No response to this question

2. A more intensive recruitment program is necessary

A	B	C	D	E	Answer code
102	30	18	14	18	Frequency
56%	16%	10%	8%	10%	% of responses
				0	No response to this question

3. More staff should assist in a recruitment program

A	B	C	D	E	Answer code
86	42	10	18	26	Frequency
47%	23%	5%	10%	14%	% of responses
				0	No response to this question

4. More funds should be spent by the college in a recruitment effort.

A	B	C	D	E	Answer code
94	38	14	10	26	Frequency
52%	21%	8%	5%	14%	% of responses
				0	No response to this question

5. On-campus orientation programs are effective for Chicanos

A	B	C	D	E	Answer code
46	58	10	18	46	Frequency
25%	32%	5%	10%	25%	% of responses
				4-2%	No response to this question

6. More high school visitations are necessary than have been made in the past.

A	B	C	D	E	Answer code
82	46	0	0	30	Frequency
45%	25%	0%	0%	16%	% of responses
				24-13%	No response to this question

7. More emphasis should be placed on the El Monte area.

A	B	C	D	E	Answer code
70	54	18	0	26	Frequency
38%	30%	10%	0%	14%	% of responses
				14-8%	No response to this question

8. More emphasis should be placed in the Pasadena area.

A	B	C	D	E	Answer code
94	30	18	0	26	Frequency
52%	16%	10%	0%	14%	% of responses
				14-8%	No response to this question

9. A total minority recruitment project would be more effective than one with special emphasis of Chicanos.

A	B	C	D	E	Answer code
46	22	22	46	26	Frequency
25%	12%	12%	25%	14%	% of responses
				20-11%	No response to this question

10. More staff and faculty are needed to make an effective recruitment effort.

A	B	C	D	E	Answer code
78	38	0	18	26	Frequency
43%	21%	0%	10%	14%	% of responses
				22-12%	No response to this question

11. More student workers are needed to make an effective recruitment effort possible.

A	B	C	D	E	Answer code
86	38	22	0	22	Frequency
47%	21%	12%	0%	12%	% of responses
				14-8%	No response to this question

12. Personal comments, criticisms, and suggestions regarding the current recruitment program.

Summary of Comments

A failure...

The current recruitment program has and will be very much effective if the faculty, staff, and students work together.

A more aggressive recruitment program would help...more involvement by students...

After recruitment, students need counseling...how to prepare for exams...problems still existing, take excessive absences, lack of discipline...no study habits...dropouts.

There should be more effort made to recruit the Chicano. The Chicano is easily dissuaded to not go for higher education.

Retention of students needs to be looked at.

There is a greater need for recruitment because Chicanos need a push to higher education and involvement.

Recruitment programs should be "ongoing" - not limited to spring emphasis. More on-campus visitation should be made available...Better leadership needed...

I do not have enough info to respond to these questions.

More time should be spent on training recruiters...More time on recruiting adults...need to develop better follow-up.. tutoring and counseling needed...

There must be expansion and quality control to insure effectiveness...follow-up to secure a proper understanding of new students' needs, counseling was relevant to students' goals (education and employment)...turn Chicanos on to knowledge...get high on learning...

Chicano students need all the help they can get...more person-to-person basis...

Lack of manpower...not enough coordination...

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INFORMATION